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AUTHOR Gear, Gayle; And Others
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ABSTRACT

Intended for regular class teachers, the booklet provides information to aid in mainstreaming the emotionally disturbed (ED) child. Sections address the following areas: characteristics of the ED child (identification, theories on behavioral problems, the Pupil Behavior Rating Scale); teaching methods (general guidelines and guidelines for dealing with the withdrawn child who is inattentive, the withdrawn child who is overly dependent, and the acting out child); and resources on ED children. (SBH)

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"If we can raise a generation
That accepts those of us who are different. . .
On the basis of what we can do. . .
Then
We will have come a long way
Toward equality of opportunity.
. . .Integration is needed in order to fully educate the non-handicapped
As well as the handicapped."

S. Phyllis Stearner

Mark and Amy: The Disturbing Children in Your Classroom

was prepared by the staff of the Interrelated Teacher Education Project:

Gayle Gear	Project Director
Linda McCormick	Consultant
Isie Peat	Production Assistant
Charlotte Donaldson	Editorial Assistant

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Gayle Gear

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

What we are talking about is mainstreaming, a term you've heard a lot about. What it is for you is a unique opportunity to experience a whole new facet of teaching. Mainstreaming satisfies the educational needs of handicapped children. At the same time, it is providing a challenging learning situation for both teachers and students. You, the regular education teacher, will gain new insights into children and discover a different aspect of learning that will be both fascinating and personally rewarding.

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Jigsaw puzzles are fun, frustrating, and challenging. Think about the last time you put together a large one. Did you notice how some pieces fell into place easily and how hard you struggled with others? You pushed and twisted, examined and tried again, and they didn't seem to fit anywhere.

Children in a classroom are like that puzzle—some are eager to learn and easy to teach, and some just don't seem to fit. These difficult pieces are the disturbing children. And no matter how hard you turn and push and try, you can't seem to get through to them. Their behavior keeps them from truly adapting, or fitting into, the classroom situation; thus, they don't learn.

In the jigsaw puzzle, those misfit pieces finally fall into place when you find the niche for them. In the classroom environment, you are the one who creates the niche. You rearrange the parts of the puzzle so that all of the pieces have a place. You try very hard to understand the disturbing child and to help him fit. You want him to adjust, control his behavior so that he'll be able to benefit from your knowledge and gain more on his own.

In attempting to help the disturbing child adjust, a valuable key for you is the art of introspection: being able to honestly look at yourself and ask questions—about your attitude ("Do I think about **helping** the student?" or "Am I judgmental?"); about your teaching skills ("Do I give him what he needs?" or "Am I telling him too much at one time?"); about your interpersonal skills ("Did I listen to what **he** was telling me?" or "Do I give too little praise?")

Looking at your actions and intentions in terms of their effect on your students can move relationships from tolerance to meaningfulness. The rewards are the positive reactions in both you and the students, and the resulting joys of teaching and

learning. You are in control, the person holding the pieces. Your flexibility and willingness to change can provide the environment for success for the disturbing child and the class as a whole. Your introspection may be the piece that ties the whole puzzle together. You may begin because of the needs of the students, but you will soon know the benefits for you as well, as you continually define and shape what you are through what you question and choose to do.

Visualize, for a moment, yourself and your students during a typical day at school. Reflect on the behavior of the children in your classroom. Replay in your mind the scenes and activities of one entire day. How many misbehaviors occurred? Don't be surprised if there were many—that is, if you are counting behaviors which were socially unacceptable. Would these behaviors be unacceptable in your colleagues' classes? at home? outdoors? As you can imagine, behaviors are judged in many contexts: when, where, and with whom. Children are often cautioned, "That's okay to do—but not at the table," or, "Talking is okay, but not while others are conversing." Running and yelling are generally permitted outdoors; seldom are they acceptable behaviors in the classroom. These are obvious distinctions, but children must often be reminded of the obvious as well as the subtle differences between okay and not-so-okay behavior. Some children are very successful: they know when a smile or a frown is in order, when seriousness is valued, and when frivolity is tolerated. But it is not uncommon for many children to err and, thus, to misbehave. Indeed, the world is full of complex sets of interactions and transactions; you and others serve as models for the children as they learn to cope with a wide range of circumstances.

Occasionally, you are confronted by a child with serious coping problems. He may be withdrawn—inattentive, submissive or overreliant; or he may be aggressive—hitting, fighting, or constantly teasing. You have reason for concern because the frequency and severity of his misbehavior adversely affect his learning and relationships with others.

The Disturbing Child Is. . .

. . .sometimes a child like Mark. He sits at the back of the room and grins mockingly at you. You can ignore the grin, but you cannot ignore his constant talking, which thoroughly entertains the students around him. When you correct him, he grins again, with a sarcastic, "Yes, Ma'am." While writing on the board, you hear a loud bang—a book has "accidentally" been dropped on the floor. Mark smirks, gets up to get it, and detours to the pencil sharpener. Coming back, he grabs another child's notebook. The child yells, Mark taunts, the others add their comments and shouts; the room is in chaos, and Mark is the star.

. . . .sometimes a child like Amy. She's in the back of the room, too, hiding. Amy says nothing and seems to hope, agonizingly, that you will not call on her ever for anything. If you do, her voice trembles with a response which is usually inaudible or incorrect. She keeps her head lowered most of the time, even when talking to you. She's like a whipped puppy, and rather than display her troubled emotions, she's stuffed them down inside. It would be so easy to ignore her—she certainly doesn't **cause** any problems. But she definitely has one.

Mark, Amy, and other children like them are variously referred to as emotionally disabled, emotionally disturbed, socially maladjusted, or behaviorally disordered. These difficulties converge into a commonly experienced problem: lack of skill in establishing appropriate relationships with others. This is often accompanied by underachievement and inadequate skills for coping with problems.

In almost every classroom there are children who manifest these difficulties. These misbehaviors interfere with other areas of functioning—e.g., academics, social relationships, and self-acceptance.

Behavior problems range from mild to severe; appropriate intervention varies according to the severity of the problem. Those with less disruptive problems can be taught successfully in the regular classroom with the assistance of special counseling and/or other support services. Some children have problems so severe that they pose a threat to themselves and others. These children need intensive programming that is available only in special classes or residential schools.

There are numerous causes of these problems—biological, medical, and/or environmental. Much information seems uncertain, but it is certain that you, the classroom teacher, are extremely important in furthering the progress of disturbing children toward achievement of social and academic goals.

Since it is likely that you will be called upon to respond to the needs of disturbing children, you may wish to learn more about children like Mark and Amy: typical symptoms of adjustment difficulties, services provided by the specialists in behavioral problems, and techniques which are helpful in classroom management.

How Do You Identify The Disturbing Child?

First, the difficulty needs to be recognized. Few tests are available which satisfactorily assess children's adjustment. Consequently, you will be relied upon for early identification of those children with disturbing behaviors. The definition used by the Bureau of Education for the Handicapped provides a listing of the characteristics for which you should be alert:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal conditions;
4. A general, pervasive mood of unhappiness or depression; and
5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

In identifying the disturbing child, you may be asked to describe specific behaviors which seem to be causing poor achievement or adjustment. Academic progress should be noted also, as social adjustment is affected by academic achievement. Keeping anecdotal records of daily behavior may be helpful to insure adequate information concerning the child and his progress. The Pupil Behavior Rating Scale, adapted from a project developed under Research Grant, USPHS - Contract 108-65-42, Bureau of Neurological and Sensory Disease, may be used to assess these behaviors.

Pupil Behavior Rating Scale

Name _____ Grade _____ School _____

Sex _____ Date _____ Teacher _____

The eight aspects of behavior composing this section relate to the child's manner of participation in the classroom. Knowledge of his self-discipline and ability to pay attention, as well as his relationships to others, is critical to your rating in this section.

	1	2	3	4	5
Cooperation	Continually disrupts classroom; unable to inhibit responses.	Frequently demands spotlight; often speaks out of turn.	Waits his turn; average for age and grade.	Cooperates well; above average.	Cooperates without adult encouragement.
Attention	Is never attentive; very distractible.	Rarely listens; attention frequently wanders.	Attends adequately for age and grade.	Above average; almost always attends.	Always attends to important aspects; long attention span.
Ability to Organize	Is highly disorganized; very slovenly.	Often disorganized in manner of working; inexact; careless.	Maintains average organization of work; careful.	Above average ability to organize and complete work; consistent.	Always completes assignments in a highly organized and meticulous manner.

Ability to cope with new situations: parties, trips, unanticipated changes in routine.

Becomes extremely excitable; totally lacking in self-control.	Often over-reacts; new situations disturbing.	Adapts adequately for age and grade.	Adapts easily and quickly with self-confidence.	Excellent adaptation, utilizing initiative and independence.

Social Acceptance

Avoided by others.	Tolerated by others.	Liked by others; average for age and grade.	Well liked by others.	Sought by others.

Acceptance of responsibility

Rejects responsibility; never initiates activities.	Avoids responsibility; limited acceptance of role for age.	Accepts responsibility; adequate for age and grade.	Enjoys responsibility; above average; frequently takes initiative or volun eers.	Seeks responsibility; almost always takes initiative with enthusiasm.

Completion of assignments

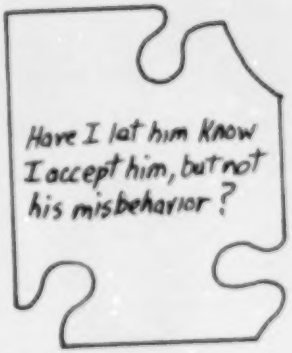
Never finishes, even with guidance.	Seldom finishes, even with guidance.	Average ability to follow through on assignments.	Above average ability to complete assignments.	Always completes assignments without supervision.

Tactfulness

Always rude.	Usually disregards others' feelings.	Average tactfulness, occasionally socially inappropriate.	Above average tactfulness; rarely socially inappropriate.	Always tactful; never socially inappropriate.

Mark

Behavior	1	2	3	4	5
Cooperation	✓				
Attention		✓			
Ability to organize		✓			
Ability to cope with new situations		✓			
Social acceptance		✓			
Acceptance of responsibility	✓				
Completion of assignments		✓			
Tactfulness		✓			



Your insight into the child's daily interactions will enable the assessment team to determine the most appropriate services and curriculum modifications.

Resource Teacher School Psychologist You Children Parents Director of Special Education

ASSESSMENT TEAM 13

In most instances, the child with adjustment problems is best served in the regular classroom. This enables him to interact with peers who may have a positive influence by serving as models for appropriate behavior. Conversely, removing a child from a regular classroom has a stigmatizing and traumatizing effect. The child may perceive the separation as a sign that he is different and/or probably not accepted by you. This may damage his self-concept and lower his expectations of his ability to perform in school.

To enable you to maintain this youngster in the regular class, and to provide for him an appropriately challenging curriculum, you may call on the other members of the assessment team for consultation. It is especially important that you establish a close working relationship with the specialist in behavior problems.

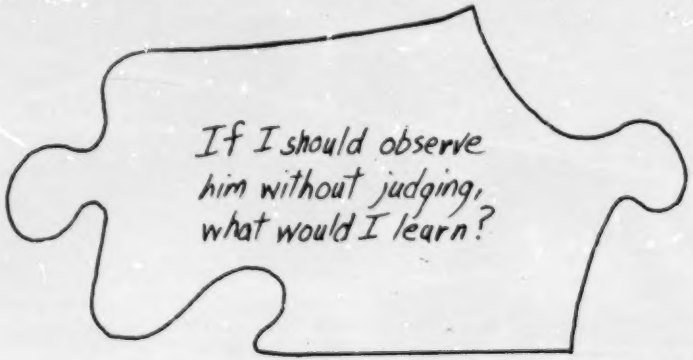
The resource specialist in the area of behavioral problems assumes many responsibilities. He may serve as a crisis teacher, providing temporary support and control to disturbing students. He may also provide consultive service to you in managing disturbing children in the classroom. He might offer suggestions in behavior management techniques and ways to modify regular curricula. An educational assessment may be among the assigned responsibilities. He may also gather historical data, formal test results, and data on informal evaluation procedures to help you develop an appropriate educational program and specific intervention techniques. His additional responsibilities may include inservice training, demonstration teaching, developing or selecting appropriate curricula, and serving as liaison between you and the parents and other specialists. The resource specialist may be a valuable consultant in the assessment/remediation process, but he does not take your place. The teaching relationship you establish with the child will be the most important one. It will be strengthened by your awareness of his needs, your flexibility as an educator, and your openness to learning and applying new techniques.

You should be aware that the specialists with whom you will work may hold differing theoretical viewpoints on the nature and causes of behavioral problems. These viewpoints will influence the remediation or intervention which they will recommend. Some focus on the child's unconscious processes and internal conflicts resulting from traumatic events, e.g., death of a family member or child neglect. These specialists may direct intervention toward helping the child gain an understanding of the underlying internal conflicts which are affecting his behavior. Other specialists focus solely on the offending behavior, e.g., hitting, inattention. They assume all behavior is learned, and their suggestions for intervention will be directed toward extinction of maladjusted or unacceptable behavior and development of more appropriate behavior. This latter approach has more relevance for classroom intervention.

Theories to Explain Behavioral Problems

	Approach	Intervention
Biological	Analyzes genetic, neurological, and biochemical factors.	Drug treatment control and elimination of factors in the surroundings.
Psychoanalytic	Employs traditional psychoanalytic concept in searching for underlying causes of emotional disturbance.	Therapy for the child and parents to discover the unconscious and symbolic meanings of the child's behavior, followed by a process for helping the child work through his conflicts.

Psychoeducational	Recognizes the importance of discovering the basis for a child's behavior, but also stresses the acquisition of academic and daily living skills.	Emphasis on individual needs and teaching through the use of arts and creative activities in an attempt to uncover conflict, as well as to improve academic and social skills.
Humanistic	Views the disorders as evidence of a child's being out of touch with himself and his feelings.	Enhancing the child's internal motivation, emotional involvement, and self-evaluation.
Ecological	Views the problem in context of all elements of the child's environment, e.g. home, community.	Changes entire ecological system so that it supports the child's altered behavior.
Behavioral	Focuses on behavior as a learned response.	Manipulates the child's immediate environment and controls the consequences of the child's behavior.



What Do You Do?

Specialists in the area of behavioral disorders know substantially more about disturbing children now than they formerly knew. Interestingly, the more information they accumulate, the more they realize that the strategies good teachers have used for years with the problem children in their classes are the best. There is nothing magic or particularly complicated about these procedures. Many, if not all of them, you would probably figure out for yourself over time. Some you may be using already, but you simply have not had time to sit down to think about them and describe them. These are precisely the same procedures that many of the "experts" would use—though they might describe them in more scientific terms.

Here are some general guidelines that you may want to follow.

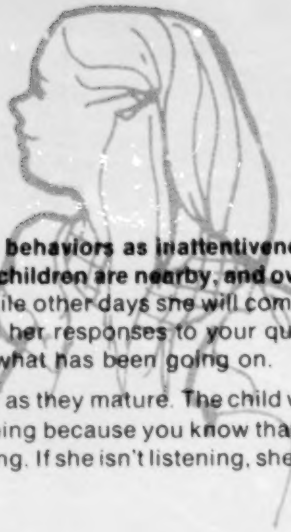
An important first step is to make some inquiries about the behavior of the child in other settings. Is this behavior only present in certain content teaching situations or with certain people? How do settings when he is behaving appropriately differ from others where he is misbehaving? Is he misbehaving at places, times, and with people permitting him to be physically active, e.g., gym, playground; where he can be creative, e.g., art; or only in the more academic settings?

2

Next, talk to the child about his misbehavior and listen carefully for possible clues to the misbehavior. If the misbehavior is only a recent occurrence, you may discover that the child is concerned about something happening at home. You may then want to include the parents in your plan to alleviate the problem.

3

Now, consider the classroom environment. Is the child better behaved when alone or when with a group? Does he misbehave more at certain times of the day than others? during certain academic periods? when seated near certain peers? All of this information will help you in your planning of strategies to elicit appropriate behavior.



"Amy, would you please read the next paragraph. . .Amy, Amy. . ."

The term "withdrawn" is used to refer to children who display such behaviors as inattentiveness, no. sponding when spoken to, sitting and playing alone even though other children are nearby, and overreliance. The child may be difficult to reach. Sometimes she won't talk at all, while other days she will come to school with one or two preoccupations which she talks about all day. Often her responses to your questions are irrelevant or poorly timed, indicating that she has not been aware of what has been going on.

Focusing and maintaining attention are skills that most children learn as they mature. The child with a short attention span, or a tendency toward quick shifts in attention, is disturbing because you know that as long as she's fidgeting and/or has that faraway look in her eyes, she isn't listening. If she isn't listening, she isn't learning.

What Do You Do With a Withdrawn Child Who Is Inattentive?

Immediate attention-getting strategies. There are a number of strategies you can use to get and hold the child's attention. You can pause before and after asking a question: say, "Look at me," and say a child's name before calling upon her to answer. Stop and ask her what she thinks will happen next or how a story will end. In other words, create a "level of uncertainty" which requires the child to be alert.

Decrease the length of content periods. Increase the number of opportunities for academic success by reducing the length of assignments and shortening work periods. Initially, assignments should be designed to require only short periods of attention, and tasks should be shortened or broken into smaller elements. Maintain the child's attention to these smaller work units by allowing her a brief break to relax or work on a desired activity **after successful completion** of each task. It also helps to creatively vary the materials you use or add variety to existing materials.

Increase novelty, excitement, and involvement. Consider the intrinsic interest of the various materials in your room and the child's activity preferences. The child will pay attention longer to such materials as flannelboards and records than to words or abstract symbols.

Personalize. Personalize classwork by relating it to the child's interests and ideas. By incorporating areas in which she is interested (e.g., ballet, doll collection, horses), you can increase both the child's attention span and her feelings of control over her environment.

Give directions. The manner in which instructions are given contributes significantly to how they are carried out. Some children can handle a variety of different directions, but the inattentive child will become confused and frustrated if instructions are long and complex. Make directions short and free of excess verbiage; present the essential information simply, slowly, and clearly.

Share the responsibility. Initially, the child may not be able to maintain her attention without your assistance. The ultimate goal, in this problem area as in all others, is for her to take and maintain control over her own behavior. One way to increase the child's responsibility for her own behavior is to allow her to record it. First, help her define the behaviors which indicate she is paying attention, e.g., looking at the teacher when she is talking, reciting when called on, completing assignments. Then, develop an "attention-counting" sheet with small squares (next page), and let her record a "+" every time she is behaving in an attentive manner. Recording these data will enable her to see that her efforts are leading to success.

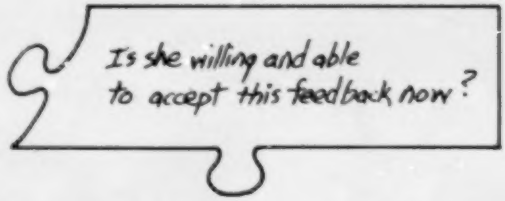
Sample data sheet:
Attention-Counting

Name: _____

DATE:

Kept eyes on teacher when instructions given for:	Reading									
	Math									
	Spelling									
	Science									
	Art									
Recited when called on in:	Reading									
	Math									
	Spelling									
	Science									
	Art									

Completed assignment in:										
Reading										
Math										
Spelling										
Science										
Art										



"Amy, choose a book because you want it, not just because it's the one Judy has selected."

Another behavior you may observe in the withdrawn child is an inability to make decisions. She may be totally reliant on you and the other students as information sources and guides for each step in the learning process. The child who has difficulty making decisions for herself is slow to try something new and gives up when class assignments seem more difficult or more demanding than usual. When matters are particularly stressful, she seeks external guides and usually blames others for her failures.

Labeling the withdrawn child who is overreliant as lazy, or a cheater, misses the underlying meaning of this behavior. Scolding may even increase, rather than decrease, her dependence.

What Do You Do With the Withdrawn Child Who Is Overly Dependent?

The first and most crucial step in helping children who are overly dependent on others is to give them a great deal of support and guidance. Learning tasks can be sequenced so that the child has limited choices and success is insured.

Get work started. After carefully organizing the directions before hand, present a task with a statement such as, "I am going to give the directions about how to do this now. I want you to listen and then repeat them back to me before beginning." Then give the child directions one step at a time and, if necessary, give them in a variety of ways, e.g., verbal, in writing. When the child has sucessfully completed one step, praise her and then give the directions for step two. Once she learns how to follow directions, you may want to write the steps on an index card and tape it on her desk before each lesson. She will thus have a reminder other than another person. For a younger child, a non-reader, the steps can be pictured on the blackboard. After she has successfully started her assignment, you may want to promise a preferred activity as an incentive for completing the task.

Decrease external reliance. There are some teaching techniques you can use to increase the child's confidence in her decision-making.

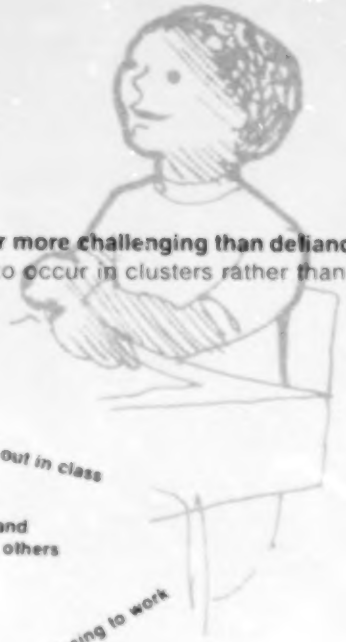
Teach problem solving. You might play a game where you tell a story and then ask the child to make a simple choice between alternative responses, by saying, "Would you do this, or this?" Encourage her to decide what else she would do or not do **after** her first response. Then discuss why this would be the best course of action.

Teach choice evaluation. Such evaluation responses as "That's good" or "That's not good" are not the most appropriate for this type of child. A less evaluative response can support the child's independent efforts, while at the same time teaching her to think through her decisions. You might say, "That's one idea. What would probably happen next if you did that?" Discuss and examine the choices as feasible alternatives so that the child can see that her ideas are valued.

Teach decision-making concepts. Teach the child to handle decision-making situations herself by giving her some specific words to use: "I can do this **and** that, this **or** that, this and **not** that." Help her to see similarities and differences in decision situations and the alternative choices. Say, "Is this the same kind of problem as those we did yesterday? Are these problems different? If they are the same, how did you decide to work them before? If they are different, how are they different?"

Use individualied instructions. Let the child work on some tasks that are hers alone so that she can't rely on peers for help. Then gradually decrease the number of such "solo" tasks so that she doesn't receive too many individual arrangements which make her feel different from her peers.

Maintain independence. It is often necessary for overreliant children to repeat over and over the areas and the way in which they are expected to function independently. Maintain a classroom atmosphere in which **how to** approach a task is as valuable as discussing **what** the actual task is. As soon as the overreliant child demonstrates that she has learned to think for herself, give her every opportunity to practice these important adaptive skills.



"Mark, we're waiting for you to sit down, please. . ."

There are no behaviors which are more taxing to a teacher's patience, or more challenging than defiance, disobedience, and overt aggression. These "acting-out" behaviors tend to occur in clusters rather than in isolation, and typically include the following.

touching, poking, pulling, and pushing peers in an irritating fashion

temper tantrums

fighting

hurting others

talking out in class

swearing

criticizing others and academic subject matter

hitting, kicking, and verbally abusing others

talking back to authority figures

disrupting class activities

frequently getting out of the seat

refusing to work

The child frequently exhibiting several of these behaviors usually prompts emotional and angry responses from others which mirror his own aggressive behavior. It is certainly easy to become locked into a resentment-building power struggle with such a child.

What Do You Do With an Acting-Out Child?

The most valuable teaching strategies in working with these difficult children provide structure and definite limits, opportunities and reinforcement for productive interpersonal contacts, activities for teaching alternative ways of thinking and behaving, and ways of avoiding loss of control and of handling emotional pressures.

Rules and limits. Never assume that a child knows either the basic rules of the classroom or the consequences of breaking these rules. **Make both abundantly clear.** Establish concretely and clearly what is acceptable and what is out of bounds. At the beginning of the school year, explore these limits rationally with the children in words they understand, and with specific examples. Repeat them periodically, as often as you feel necessary, to leave no doubt that they are in effect and will be consistently enforced throughout the entire school year.

Acting-out children may not fully understand the intended meaning of the rules. Therefore, it may be useful to follow them up immediately with a one-to-one talk or a small group meeting to clarify what has been said. You are then able to respond to disruptive behaviors by restating the rules that all of you discussed and agreed upon.

Providing alternatives. There are many "what would you do if" games which can be played in the classroom. One game encourages students to see the value of appropriate behavior, and the students are involved in defining these behaviors, so it is not a case of do-it-because-the-teacher-says-so.

First, the children and teacher create a card file of Real Life Problems such as, "What do you do when your little brother colors in your school book?" or "What do you do when your friend is cheating with your paper?"

Different behaviors are suggested by the group and listed on the blackboard. They are narrowed down to a choice of four alternatives; silly and inappropriate responses can be erased or crossed out. A panel of four students then debate why each of the alternative behaviors should be used. You should remain out of the discussion as much as possible, prompting with questions only when necessary. Then a silent vote is taken and tallied. The chosen behavior can simply be stated, or a short skit can be performed, showing the Real Life Problem and the chosen behavior. After the skit, the behavior may be accepted or reevaluated.

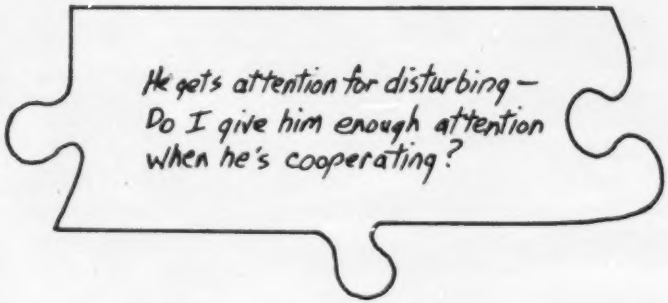
It might be quite valuable at this time to talk about feelings in relation to behavior. Ask the children how it feels when someone does something to them they don't like, and how it feels to react in an appropriate or an inappropriate way. Emphasize the fact that emotions are neither right nor wrong — they just are. It is our actions and reactions that may cause problems.

Time out. Another procedure for dealing with disruptive behaviors is to remove the child from the classroom or restrict him from an activity. It should not be used as punishment, but as a quiet time for the child to gain his composure so that he may return to the class activity. A predetermined place should be chosen for time-out and the procedure for using it (so many minutes, etc.) should be explained to the entire class at the beginning of the year. It is important to be consistent with time-out, always using it with the same misbehavior so that the child does not become confused. When using time-out, a good cue for the child is simply the words, "Mark, time out." Then turn your attention back to the activity in which the class is engaged.

Structure and predictability. All children function best in an atmosphere where there are clear-cut limits. This is especially important for the misbehaving child. At the beginning of the school year you can explain to the class clearly the rules and the consequences of following those rules. Rather than issuing a dictatorial mandate, one method of establishing the rules is to allow the children to add to the list. Also, it is good to explain how you **feel** about certain misbehaviors, that they are not allowed in **your** classroom, and that this is what you will do if they occur. It is much easier for children to remember the small list of what is not allowed than the

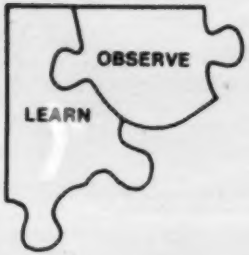
larger list of what is allowed. Also, a list of "Don'ts" is not as effective as a list of "I do not like's" or "This or that bothers me, so we won't do it in my classroom."

Teaching techniques and materials which provide clear direction, positive expectations, and consistent follow-through are best for the acting-out child. Assignments should be brief and fully defined. Keep verbal explanations specific and short, and be sure the child has adequate time to complete the task. Materials should be limited and laid out beforehand, with directions demonstrated in a step-by-step fashion.



One at a time. The acting-out child may have several disruptive behaviors going on simultaneously. When helping him to achieve self-control, choose only **one** behavior at a time on which to work. In this way, his improvements will be more clear to him, will occur faster, and will be more personally satisfying.

In a Nutshell

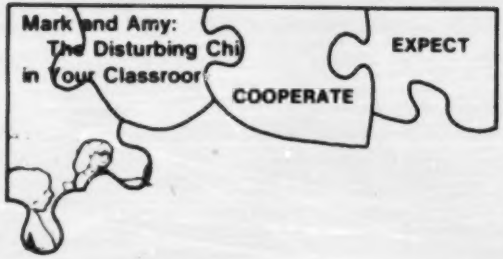


LEARN

Learn as much as you can about the child who is a behavior problem in your class. Talk to his previous teachers about the techniques which have proven best for them. Talk to the specialists who have worked with him. Find out what his style of learning is and incorporate it into your planning for him.

OBSERVE

Observe him if possible, in other settings, with other people, and under different circumstances, e.g., at play, at school, and at home.

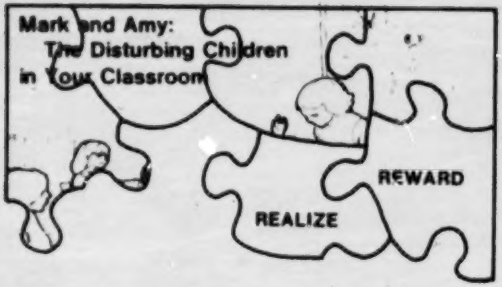


COOPERATE

Work closely with others in determining his academic and behavioral strengths and weaknesses and in monitoring his progress in these areas.

EXPECT

Expect a reasonable standard of behavior. Acceptable classroom expectations should be communicated clearly and firmly. He must understand what is expected of him.

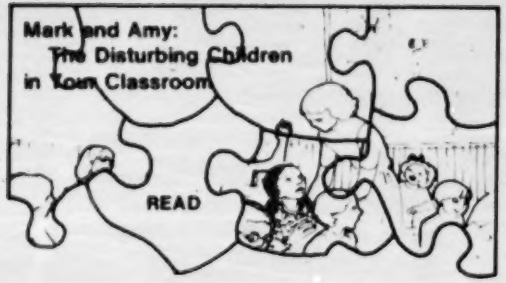


REWARD

Reward desirable behavior with praise and smiles. Ignore unacceptable behavior, when practical, and reprimand in private. Once again, explain the rules of conduct.

REALIZE

You may be all that he has. Take pride in his small successes, for they lead to skills which may enable him to live happily at home, in the school, and in the community.



READ

There are some excellent books about classroom management and understanding the disturbing child. You grow professionally by putting into practice the ideas and techniques you gather from reading.

For You

Dreikurs, R., Grunwald, B. & Pepper, F. **Maintaining Sanity in the Classroom: Illustrated Teaching Techniques.** New York: New York: David McKay Co., Inc., 1975.

Glasser, W. **Reality Therapy.** New York: Harper & Row, Publishers, 1975.

Gordon, Thomas, **T.E.T.: Teacher Effectiveness Training.** New York: David McKay Co., Inc., 1975.

Lovitt, T.C. **In Spite of My Resistance, I've Learned From Children.** Columbus: Charles E. Merrill Publishing Co., 1977.

Perlstein, Marcia H. **Flowers Can Even Bloom in Schools.** Synnyvale, Cal.: Westinghouse Learning Press, 1974.

Walton, Francis & Powers, Robert. **Winning Children Over** (pamphlet), Practical Psychology Association, P.O. Box 1597, Chicago, Illinois 60690.

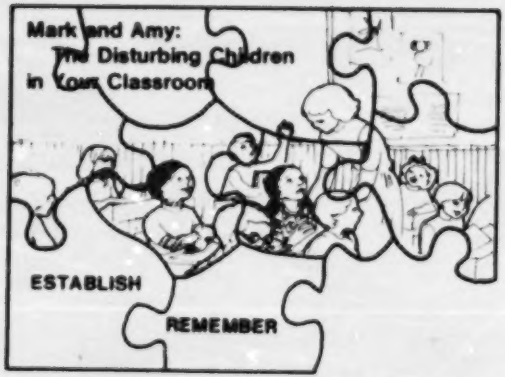
For Your Students

Baruch, Dorothy. **One Little Boy.** Dell, 1964.

Fassler, Joan. **Don't Worry Dear.** Human Science Press, 1971.

Freed, A. **T.A. for Tots.** Los Angeles: Jalmar Press, 1973.

Little, Jean. **Take Wing.** Little Brown & Co., 1968.

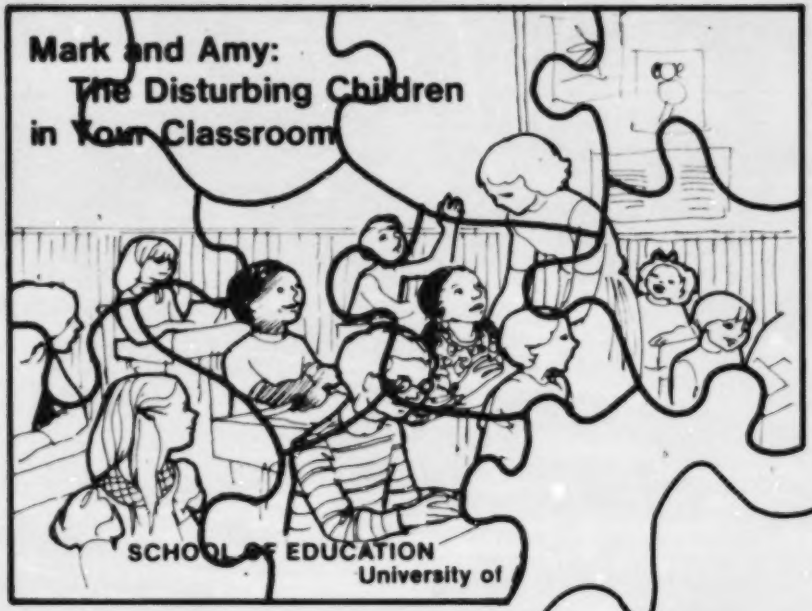


ESTABLISH

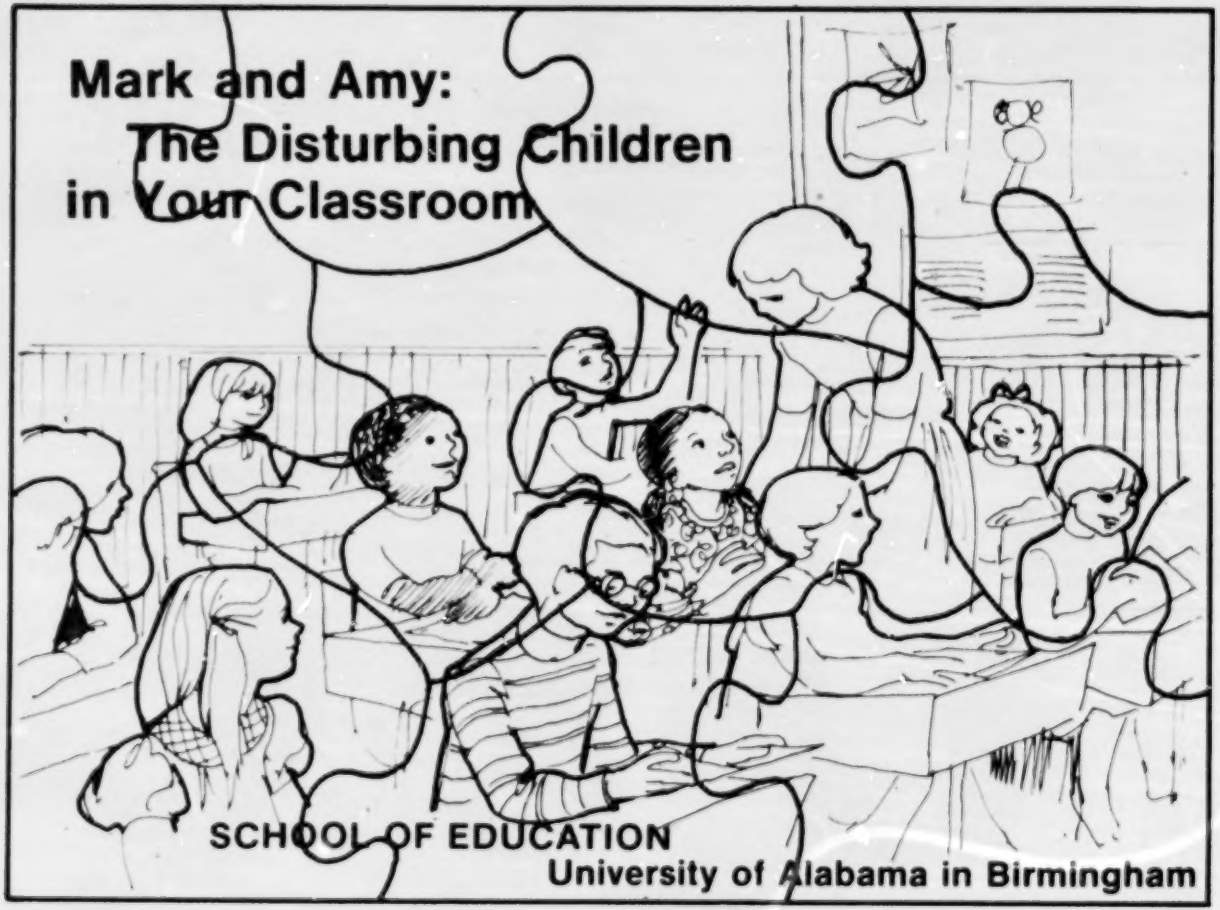
Establish reasonable goals for academic and behavioral performance. Help the child gain crucial skills which will enable him to overcome problems and avoid future difficulties.

REMEMBER

Remember that he is a child — a child who is experiencing problems in learning how to behave in school. He needs you as a model and as a guide toward progress in academics as well as in his relationship with others. He depends on your emotional support and your teaching expertise. He relies on you to be fair and firm.



"Sometimes in trying to discover who you are
I find myself among the question marks. . .
And
Because of what I learn there
Both of us keep growing. . ."


Mark and Amy:
The Disturbing Children
in Your Classroom
SCHOOL OF EDUCATION
University of Alabama in Birmingham